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ABSTRACT

A model is provided for local schools to follow in developing a cooperative and active agreement with the local vocational rehabilitation agency. Information is provided from a joint memorandum from the Commissioners of Education and Rehabilitation Services at the federal level to assist local educational agencies in developing their own policies and procedures. Examples taken from the same memorandum are used to illustrate the types of special education, vocational rehabilitation, and vocational education services that can be provided to handicapped students. Establishing lines of communication between the agencies is stressed as an important first step. Five steps are then suggested for the development of the cooperative agreement: (1) hold an initial meeting, (2) form a cooperative service agreement, (3) implement the cooperative service agreement, (4) follow up the meeting, and (5) establish a school year-end meeting. Appendixes, amounting to over one-half of the publication, include a local cooperative agreement and a state (Maine) cooperative agreement. (YLB)

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INTRODUCTION

The intent of this publication is to provide a model for other schools to follow in developing a cooperative and active agreement with the local Vocational Rehabilitation agency. Illustrated is a process which has been demonstrated for that purpose with suggested steps to take and avoid. Included herein are agendas, agreements formed, and comments on building a formalized relationship with the regional Vocational Rehabilitation office and the local school. Discussed are the major topics which need to be clarified between the two agencies, respective roles and responsibilities to be assumed by each agency, and how to work together more closely and efficiently to improve and insure delivery of services to handicapped students.

By following the suggested steps in this publication, schools and local Vocational Rehabilitation agencies should be able to see the way more clearly to closer coordination of services to handicapped individuals. If this happens, the result will be made apparent by more appropriate education and training opportunities being offered to a greater number of handicapped persons.

Although this particular local Cooperative Agreement (Appendix I) was developed prior to the completion of the State Cooperative Agreement (Appendix II) between Vocational Rehabilitation, Special Education, and Vocational Education, it is now our policy to follow all recommendations of that State-sponsored Agreement. Any local agreements should be developed in light of the State Cooperative Agreement.

THE NATIONAL VIEW

A joint memorandum from the Commissioners of Education and Rehabilitation Services, Department of Health, Education, and Welfare, was issued to all states on October 17, 1977, urging that plans for cooperation between education and Vocational Rehabilitation be developed. The following information, adapted from that memorandum, should assist L.E.A.s in developing their own policies and procedures:

> Education agencies are responsible for providing educational and related services for each handicapped individual as long as Federal or State Law mandates. At the earliest time at which a student is identified as potentially eligible for Vocational Rehabilitation Services, education and Vocational Rehabilitation agencies should work together to determine what, how, and where services are to be provided.
>
> Vocational Rehabilitation Plans (V.R.P.), which are required for all Vocational Rehabilitation clients, and Individualized Education Plans (I.E.P.), which are required for all special education students, are very similar in purpose and approach. To coordinate the preparation of these individual plans offers excellent means for coordinating the delivery of individual services. Combining the plans can benefit handicapped students by:
>
> - Providing a means for determining the need for a joint delivery of services and specifying them.
> - Providing a means for insuring a smooth transition for a handicapped individual from a school system to a V.R. agency, so that a continuum of services is assured.
> - Providing a means for early consultation and joint planning with the individual and family.

Education and Vocational Rehabilitation agencies are also encouraged to engage in a wide range of other co-operative endeavors, such as:

- Consultation on development of state plans.
- Consultation and technical assistance on curriculum and program planning, and in adapting to meet the requirements of new legislation.
- Joint operation of special programs designed to merge educational and Vocational Rehabilitation approaches to services, to ease a handicapped student's entry into the world of work.
- Joint work study programs.

The above statements briefly summarize the force behind our efforts to collaborate in a closer, more meaningful way, with the Bureau of Vocational Rehabilitation. If all students who could possibly qualify for Vocational Rehabilitation Services could be evaluated and have a rehabilitation plan developed prior to leaving high school, the problem of those handicapped persons not receiving services because of lack of awareness, could be greatly diminished.

If Special Education, Vocational Rehabilitation, and Vocational Education can cooperate fully and effectively, the services of each will become strong through the assistance and resources of the others. By coordinating the expertise and service of each agency, the end result would be more comprehensive, total services to the handicapped, rather than separate, sometimes contradicting, services to a respective client.

THE ROLE OF EACH AGENCY

To clarify the similarities and differences of the services provided by Special Education, Vocational Rehabilitation, and Vocational Education, are the following examples, again, taken from the joint memorandum issued by the Commissioner of Education and the Commissioner of Rehabilitation Services.

Special Education

The following are examples of Special Education services that can be provided to handicapped students to become well-adjusted and suitably employed:

- Career awareness activities directed toward making handicapped students aware of themselves and/or careers in the world of work.
- Career exploration activities in which students begin to sample and engage in experiences related to relevant careers.
- Pre-vocational activities to provide handicapped students with hands-on experiences.
- Basic academic skills development needed for social-economic integration into society.
- Auxiliary aids.
- Job-seeking, job-getting, and job-holding skills development.
- Career and vocational training opportunities.
- Work-study programs.

Vocational Rehabilitation

Examples of Vocational Rehabilitation services that can be provided to eligible handicapped persons are:

- Evaluation of rehabilitation potential to determine eligibility for services.
- Counseling and guidance.
- Physical and mental restoration.
- Vocational training and other training services of a pre-vocational, personal, and adjustment nature.
- Transportation in connection with any Vocational Rehabilitation services.
- Services to members of a handicapped individual's family, when necessary, to the adjustment of a client.
- Tele-communications, sensory, and other technological aids.
- Placement in suitable employment.
- Post-employment follow-up services.
- Occupational licenses, tools, equipment, etc.
- Other goods and services that can reasonably be expected to benefit a handicapped individual in terms of employability.

Vocational Education

Vocational education services that can be provided to a handicapped person are:

- Vocational education and specific job preparation provided in school for occupations that require less than a college degree.
- Cooperative education in which cooperative agreement between schools and employers are established to provide students with both vocational and academic instructions through part-time employment.
- Placement services for students who have successfully completed vocational educaticnal programs.
- Vocational guidance and counseling.
- Curriculum development and modification activities to enable handicapped students to participate in "regular" vocational education programs.
- Modification of vocational education equipment to enable handicapped students to develop skills that would lead to gainful employment.

It is apparent from the list of services on the previous pages that many of the services of each agency overlap into very similar areas. It becomes clear, upon closer examination, that in order to insure uniform delivery of career preparatory services to handicapped students, the three agencies of Vocational Rehabilitation, Special Education, and Vocational Education must communicate frequently and extensively from the time the student begins Career Exploration/Preparation. Without coordination or communication, the agencies cannot be expected to serve a handicapped person in a parallel manner, especially in regard to education and employment preparation, for which they are all, to some degree, responsible. Illustrated in the following sections are ways in which steps can be taken toward developing this kind of a cooperative relationship between the agencies.

ESTABLISH LINES OF COMMUNICATION

The first step necessary in the development of communication and cooperation is a meeting between the relevant personnel of the agencies who will share in the agreement. The meeting has the intent of clarifying the role that Vocational Rehabilitation can play in the education of a handicapped student, as well as what role education can play in the rehabilitation or preparation of a handicapped person for participation in the work force. Such a meeting also can lead to the establishment of a kind of camaraderie between rehabilitation and education personnel, diminishing any animosity that may sometimes exist out of suspicion of what one agency may expect of the other. Through face-to-face dialogue, respective agency members can gain a better understanding of the services delivered and needed by the other.

Once the contact procedures are established, and communication lines are opened between the agencies, it becomes a natural process. Vocational Rehabilitation and Vocational Education representatives attend PET meetings whenever requested, and all parties involved become familiar with the roles their agency must play. In addition, the Rehabilitation agent becomes well-versed regarding the handicapped individual's educational history, providing greater insights into rehabilitation needs after high school (or whenever appropriate). If this system could operate perfectly, that is, if all handicapped students eligible for Vocational Rehabilitation services could be

connected with these services while still in high school, much would be done to reduce the numbers not served due to lack of knowledge or understanding of the agency. If no contact is made prior to the student leaving high school, it may never happen. Also, if a rehabilitation plan can be implemented while a handicapped person is still in high school, they may be able to begin productive employment much earlier in life than they might have, if the services had not been provided until later.

The following steps are suggested as ways to facilitate the process of communication and coordination of referrals and services between the three agencies.

Outline of the Suggested Steps for the Development of the Cooperative Agreement

Step #1: Hold an initial meeting at the beginning of the school year with relevant personnel from Vocational Rehabilitation and the local Educational Agencies in attendance.

Step #2: As a result of the initial meeting, form an inter-agency Cooperative Service Agreement.

Step #3: Implement the Cooperative Service Agreement for 3 months as outlined.

Step #4: After 3 months of operation, have a follow-up meeting to determine how well the Service Agreement is meeting its intended goals. Revise if necessary.

Step #5: Have a school year-end meeting to determine the total success and affects of the Cooperative Services Agreement, and make preliminary plans for the following year.

STEP #1 — HOLD AN INITIAL MEETING

A meeting should be held as early as possible in the school year, involving all relevant education and rehabilitation personnel. Suggested personnel to attend this meeting for Rehabilitation include: the regional director, a case worker supervisor, and the counselor who is or will be in charge of clients at the school. From the Educational Agencies should be: the special education director and/or the coordinator, an administrator, a guidance counselor, and a vocational school representative.

The intent of the initial meeting should be one of primarily information-gathering, and initiation of a more formal contact schedule than the haphazard and infrequent contact that takes place between the agencies in most situations.

The following are the major issues discussed in our initial meeting:

- What kinds of Vocational Rehabilitation services are available to qualified persons while they are still in high school?
- What kinds of services are available after they graduate? (Do they differ?)
- What procedures should students or school personnel follow to get these services implemented?
- What can we do to better help those services to be carried out for those who are eligible?
- How can we better share information as to what is being done at each place with a student?

- Could we establish one contact person for all student cases?
- Would a regular contact schedule be possible?
- Form local Cooperative Service Agreement.

The issues of concern will no doubt vary from situation to situation, but these provide an example of the types of things that need to be discussed.

Once the initial meeting was underway, it became very apparent that all parties involved were very glad to be participating. Rehabilitation representatives had as many questions as the school personnel, and saw school contact as a great way to increase the efficiency and scope of their services. School personnel were encouraged by the prospects of added service options that they had not been aware of previously. Also, surprise was expressed at the relative simplicity of the referral process, and the whole experience helped to re-establish the human element in the cooperation of the agencies.

STEP #2 — FORM A COOPERATIVE SERVICE AGREEMENT

Based on the outcome of the initial meeting in Step #1, the key personnel should be selected to regroup shortly after the meeting to write up a local Cooperative Service Agreement.

The question that comes to mind is - "What is the need for a local Cooperative Service Agreement when we already have a model developed by the state?" The answer is that the State Cooperative Agreement (Appendix II) should definitely be followed and adhered to in every possible case, for it provides an excellent guide for division of responsibilities. What it does not provide, however, is variations - taking into consideration the many and varied situations to which the agreement must be adapted. In different regions and school districts, local factors must be taken into account to develop the most appropriate formula for provision of services to the handicapped. The local agreement needs to spell these out in specific detail. In addition, the State Agreement can do nothing to initiate contact between the agencies. The initial contact must come from local initiative.

The local units may decide that it is not in their best interest to try to write their own localized Cooperative Agreement initially. It may be best to try meeting on a regular basis and practicing the referral process for a few months before forming definite policies. The point that must be emphasized, however, is that even if the Agreement is not yet formally developed, action must take place from this point on in order for the effort to gain momentum and become an effective cooperation. If no action takes place, the effort will not move. A designated contact person from each agency must be given the responsibility to make the initial effort, as agreed upon.

STEP #3 -- IMPLEMENT THE COOPERATIVE SERVICE AGREEMENT

Once the local Cooperative Service Agreement has been written, it should be signed by the director of each agency. The next step is to begin the implementation process. In order for this to effectively happen, as previously mentioned, there must be one person at each agency with the specific charge of implementation and continued facilitation of the Cooperative Agreement. In the school, the most likely person to be responsible for this would be the Special Education Coordinator, as would the Counselor responsible from Vocational Rehabilitation. In the vocational school, it may be a counselor or Special Education Coordinator. These are the people in each agency who will be most actively involved in the functioning of the Agreement, therefore, are the most appropriate choice to maintain it. If that role is not assigned to a specific person at each agency, the Agreement is likely to suffer and its effectiveness likely will fade.

During the course of the first year of an agreement, the practices established generally set the pattern for the future operation of that agreement - such as meetings scheduled, PET attendance, referrals made, etc. If these things are neglected initially, chances are that they will continue to be in coming years. On the other hand, if all parties involved become accustomed to regular meetings, chances are that they will continue to happen in the future.

One efficient way to schedule meetings has been found to be around a scheduled PET of a VR eligible student. At this meeting, efforts can be made to coordinate the student's IEP with the Vocational Rehabilitation Plan (VRP) to insure consistency. After the PET, new referrals and other clients may be discussed.

STEP #4 — FOLLOW-UP MEETING

After the Agreement has been drawn up and in operation for three months, a follow-up meeting should be held to assess its effectiveness to that point. It should be evident by that time how well the Agreement is functioning as intended, and whether any adjustments or additions need to be made to increase its utility. This is a crucial point where objective examination of the Agreement may make the difference between success and failure of the Agreement, given local situations.

If the Agreement has not yet been formally developed, it is important that this be done at this time. With the hindsight of the past months, this should be a relatively clear-cut task at this point.

The following is a sample agenda of this follow-up meeting:

AGENDA

Progress Follow-Up Meeting

1. Discuss previous meetings and arrangements made.
2. Meetings between Special Education and Vocational Rehabilitation contact persons to date and services to students referred.
3. How could this referral process be made better at this point?
4. What is the future rehabilitation services outlook at this point?
5. Does Vocational Rehabilitation wish to refer clients to the vocational work skills evaluation center at our high school?

6. Could we establish a written agreement as we talked about earlier?

7. Other issues.

Suggested members of this meeting are the designated contact persons and their supervisors. In our case, it was revealed at this meeting that over the past months the regular meetings did accomplish the goal of increasing referrals to Vocational Rehabilitation and expedited the action taken on those referred. It is suggested that documentation of the minutes of those meetings be kept for the record.

STEP #5 — SCHOOL YEAR-END MEETING

This meeting has nearly the same intention as the previous one, but should attempt to take a global view of all of the efforts taken to implement the Cooperative Service Agreement over the course of the year. Statistics should be gathered, comparing the frequency of student referrals to Vocational Rehabilitation prior to the institution of these more formalized efforts, noting also the results of the referrals before and after the Agreement was made. This should clearly emphasize the value that the effort has had for handicapped students.

In addition, any staff changes or restructuring projections for the coming year should be noted. If a person is leaving from a key position of the Agreement, there must be a careful effort made to make the replacement aware of the complete history of the previous developments and the degree of responsibility that they will be expected to assume in continuing those duties.

Any final changes desired should be made prior to the end of the school year to insure that they are not overlooked during the summer months.

In addition, as most school personnel are relatively inactive during the summer, any arrangements for student involvement with Vocational Rehabilitation during that time should be finalized at this meeting.

APPENDIX I

Local Cooperative Agreement

The following Cooperative Agreement was developed prior to the establishment of the state Cooperative Agreement between Vocational Education, Special Education, and Vocational Rehabilitation. Knowing that the state plan was under development, it was decided that this Agreement should be one primarily of intent to cooperate, rather than stating specifics of the process. Once the state Agreement was completed, all of its provisions were adhered to. It is suggested that any agencies who choose to form a local Cooperative Agreement, do so in full accordance with the policies outlined in the state Cooperative Agreement. (Appendix II).

COOPERATIVE AGREEMENT BETWEEN
The Maine Bureau of Rehabilitation
and Bonny Eagle High School

This Cooperative Agreement is intended to strengthen and formalize lines of communication and cooperation between Bonny Eagle High School and the Maine Bureau of Rehabilitation in order to better provide services to individuals handicapped by physical, mental, and/or emotional disabilities.

I. Purpose:

The operating procedures defined herein and the cooperative relationship set forth are intended to formalize and define roles and responsibilies of and between Bonny Eagle and the Bureau of Rehabilitation. All parts of this agreement shall be reviewed, understood, and followed by the personnel of each agency toward the goal of cooperative and effective delivery of services.

II. Role of Each Agency:

A. Vocational Rehabilitation:

Vocational Rehabilitation is a program within the Department of Human Services to enable handicapped persons to prepare for and obtain suitable employment. To be eligible for services, an individual must have a documented physical, mental, or emotional disability which is a substantial handicap to employment for the individual and there must be a reasonable expectation that Vocational Rehabilitation Services may benefit the individual in terms of employability.

The services received depend upon individual need and must be related to his/her program. These services may include:

1. Medical, psychiatric and psychological evaluations to identify the nature and degree of disablement.

2. Counseling and guidance to help clients understand their disability, how it

affects their life and working ability, and assistance in selecting a suitable occupation.

3. Physical and mental restoration services, (including therapy, surgery, and provision of needed appliances such as artificial limbs and braces, hearing aids, wheel chairs, eye glasses and home modifications).

4. Training services to prepare for employment.

5. Supplemental services of maintenance and transportation needed during training or physical restoration.

6. Tools, licenses and equipment, if needed, to equip a disabled client for a job. Occasionally equipment and initial stock may be provided to assist a client in starting a self-employment project.

7. Job placement services to assist the client when he/she is ready to begin working.

8. Post employment services to assist the client in maintaining employment.

The above Vocational Rehabilitation services may be planned for an applicant who is undergoing extended evaluation to determine eligibility for Vocational Rehabilitation or for a client accepted for Vocational Rehabilitation services. Services are delivered under an Extended Evaluation Program (EEP) or an Individual Written Vocational Rehabilitation Program (VRP) which is developed cooperatively with the individual, the Vocational Rehabilitation Counselor, Bonny Eagle staff, and other service providers as appropriate. In planning for services needed to reach objectives, Vocational Rehabilitation is required by law to seek out and utilize all other programs, resources, or sources of funding (referred to as "similar benefits") which are available to applicant/client.

In facilitating the effective working relationship with Bonny Eagle, the Bureau of Rehabilitation's Regional Director will select one Vocational Rehabilitation counselor to handle all referrals from Bonny Eagle.

B. Bonny Eagle High School:

The intent of the educational process at Bonny Eagle High School is to provide for each individual student rich opportunities to acquire the knowledge, skills, attitudes, and ideals that will enable the student to live life successfully, happily, and productively, and to provide our American society with citizens who contribute to the support and to the improvement of it's moral, social, aesthetic, economic, and political values. All students should feel that they are respected as human beings; that their presence in the school is wanted by the school family.

Programs should be offered in all areas to challenge the academically-talented student, to provide marketable skills for students who will not further their education, to concentrate on remediation for students lacking basic skills, and to provide a means of expression for the artistically-inclined students. We should prepare each high school graduate in the basic skills necessary to become a contributing citizen.

Career education should be developed to the extent that all students will better-understand the job market and the reasons for and against higher education.

The school should develop and finance an activity program sufficient in scope to provide a social milieu for our diverse and scattered student population. The emphasis in our program will be on cooperation, community, and teamwork. Through the activity structure, students should be guided to use the democratic process effectively.

The faculty should encourage a forum where they can become familiar with the needs and wants of our rapidly expanding and changing community, and can increase the positive feelings about and support for our school.

Teachers should care about students, should solicit their ideas whenever practical, and should effect discipline

through a personal process of helping the student understand his/her mistake, making him/her responsible for improvement, and invoking natural consequences if no improvement occurs.

Each student is not only an individual who must be reached on a one-to-one relationship, but is also a member of a school community, and needs to function successfully within that group. Therefore, his/her personal, academic, and social growth must be encouraged at all levels.

Bonny Eagle High School Objectives Include:

1. Place the highest premium on honesty, personal integrity, and character in all facets of school life.

2. Structure the school environment to allow an atmosphere of academic freedom.

3. Offer accelerated programs, culminating in the possibility of advanced placement programs.

4. Provide a general home economics and industrial arts program, a vocational business education program, and access to a vocational program at Portland Vocational Center and Westbrook Vocational Center.

5. Offer special classes for low ability students in reading, English, social studies, math, and science.

6. Offer a special education program for students with learning disabilities or emotional handicaps.

7. Provide courses and extra curricular activities in art, drama, and music.

8. Provide training in health.

9. Facilitate rational decision-making by encouraging career planning, course selections, personal goals, and consumer skills.

10. Have a standing committee of students and faculty review the curriculum yearly for the purpose of recommending curriculum changes to the administration or acting upon suggestions from the administration, and approve all curriculum changes before they are recommended to the Board.

11. Set a high standard for behavior and follow consistent discipline standards.

12. State and review policies annually.

13. Include social and athletic development as an integral part of a student's education.

14. Promote an atmosphere of friendliness throughout the school community.

15. Encourage the staff members to be involved with students on a non-academic basis after school hours.

16. Create a school council, consisting of faculty members and students, to discuss and develop school policy and make recommendations to the Principal.

17. Provide alternative paths to graduation, challenging and including all students.

Bonny Eagle will select and establish a liaison designee to facilitate the cooperative working relationship between the school and the assigned vocational rehabilitation counselor. The liaison designee will:

a. Make referrals to Vocational Rehabilitation.
b. Assist Vocational Rehabilitation in obtaining information, reports, and student records.
c. Assist Bonny Eagle students in contacting the Vocational Rehabilitation counselor when necessary.
d. Assist the Vocational Rehabilitation counselor in planning and arranging diagnostic evaluations or other appointments for students.

Bonny Eagle will send to the assigned Vocational Rehabilitation counselor pertinent objective and subjective information of students using releases of information signed by the student and/or parent.

III. Coordination of Roles:

Efficient and effective service delivery by every agency, under each agency auspices and responsibilities, will occur only through mutual communication and planning on an individual case basis. Such planning and communication should begin early in case referral to Vocational Rehabilitation, and should continue as the student progresses at Bonny Eagle and through the Vocational Rehabilitation

process. Both parties of this agreement must encourage personnel of their agencies to initiate and maintain effective communications.

IV. Referral Process:

The school's designee shall initiate all referrals to Vocational Rehabilitation, using Vocational Rehabilitation Form R-82 ("Referral to Vocational Rehabilitation") with supplemental communication by phone/letter. Referrals to the Vocational Rehabilitation counselor can be made of students in any high school semester, based on the student's readiness or feasibility to pursue vocational planning. Whenever possible, student medical data, school records and other information which has been properly released, will accompany referrals to assist in accelerating the process of all referrals. Upon receipt of referral, counselor shall make contact with the liaison designee and establish contact for further information/ meetings necessary to process the referral.

Confidentiality of all information shall be respected and followed by the personnel of each agency in accordance with the regulations of Bonny Eagle and Vocational Rehabilitation.

V. Monitoring the Effectiveness of the Cooperative Relationship:

The assigned Vocational Rehabilitation counselor is responsible for quality services to the client, execution of proper and adequate casework procedures, and continuing of case planning, case development, and service delivery.

Caseload review and monitoring will be planned and conducted on a regular basis. For the Vocational Rehabilitation Counselor and school liaison designee, this will be monthly, whereas for the Regional Director and/or his/her designee and the school's Superintendent and/or his/her designee, this will be every three months.

VI. Periodic Review of Cooperative Ageement:

An annual review of this Agreement will be conducted by the Regional Director and/or designee, with the Superintendent and/or designee. Such annual review will be held one year from the date of Agreement signature or earlier, at the request of either party.

This Cooperative Agreement shall become effective upon approval and signing by duly authorized representatives of the parties hereto. The terms of this Agreement may be modified by mutual consent to meet changing conditions or terminated by either parties upon 30 days written notice.

APPENDIX II

STATE COOPERATIVE AGREEMENT

COOPERATIVE AGREEMENT

Department of Human Services, Bureau of Rehabilitation and
Department of Educational & Cultural Services,
Bureau of Vocational Education and
Division of Special Education

I. PHILOSOPHY

It is the philosophy of the Maine Department of Human Services, Bureau of Rehabilitation and Department of Educational & Cultural Services, Bureau of Vocational Education and Division of Special Education, that all handicapped students are afforded a free, appropriate public education and appropriate rehabilitation services necessary to realize their full academic and vocational potential. To this end, these Bureaus and Division are committed to coordinated delivery of services and cooperative planning in keeping with the Education of All Handicapped Children Act of 1975 (PL94-142); Vocational Education Act (PL94-482); Rehabilitation Act of 1973 (PL93-112) as amended; Maine Law 20 MRSA 3121 et seq., 20 MRSA §1-B; 22 MRSA § 3051 et seq.; and 22 MRSA 3500 et seq.

The delivery of a continuum of appropriate programs and services to handicapped students requires the cooperative efforts of Special Education, Vocational Education and the Bureau of Rehabilitation. The cornerstone of this process is an integrated services delivery system as set forth in this agreement. It is agreed that the Division of Special Education, Bureau of Vocational Education, and Bureau of Rehabilitation will cooperate in the development of programs designed to provide educational, vocational, occupational, supportive and job placement services for handicapped students.

In so doing, it is agreed to work together to provide the best possible services to handicapped persons by:

A. Assuming primary responsibility for assisting local education agencies in the development and implementation of career planning, vocational programs and services for handicapped students.

B. Assuring that all handicapped students (as defined under PL94-142) and those handicapped students eligible for Vocational Rehabilitation Services (as defined by PL93-112 as amended), for the Eye Care Education Program and for Vocational Education (as defined under PL94-482) receive appropriate services. It is acknowledged and agreed that the Bureau of Rehabilitation will give priority to severely disabled students as defined by the Rehabilitation Services Administration.

C. Assuring that the rights of handicapped persons are protected in compliance with Title V of the Rehabilitation Act of 1973.

II. DUE PROCESS

Because we believe that the due process rights of the recipients of our services must be protected and ensured, and because each party to this agreement has it's own respective policies and procedures providing due process, we have concluded that any recipient of services under this agreement shall look to any of the agencies involved which has existing participation and jurisdiction at the time the rights of the recipient have been affected.

Pursuant to this end, it is encumbent upon all parties to this agreement to ensure that communication of due process be given throughout the process both orally and written to the recipient, parent, guardian, or other representative who is competent to understand the rights of the individual as it relates to the various programs and services offered by the parties to this agreement.

Nothing in this agreement should be interpreted as to prohibiting an individual from pursuing due process rights against one or more parties should the individual be in more than one program at any given time.

III. COOPERATIVE PLANNING AND FUNDING

State Planning

The delivery of appropriate services to individual handicapped students is the ultimate goal. The Bureau of Rehabilitation, Bureau of Vocational Education and Division of Special Education agree to mutually plan and develop their respective State Plans as they relate to the needs of the handicapped. Participatory review of these plans will be indicated by the signatures of the Director, Bureau of Rehabilitation; Associate Commissioner, Bureau of Vocational Education; and Director, Division of Special Education.

Local Planning

Additionally, the Division of Special Education and Bureau of Vocational Education will require that local school systems follow the same procedure in planning and development of local plans for special education and vocational education. The participatory review of local plans will be indicated by the signatures of the Superintendent of Schools and Vocational Administrators. Whereever and whenever possible local Vocational Rehabilitation administrators should be invited to participate in this planning process.

The Division of Special Education will require that all proposals for Education of the Handicapped Act (EHA) Part B funds submitted by local education agencies relating to the provision of pre-vocational and vocational education services for the handicapped will be cooperatively developed by Special Education and Vocational Education personnel at the local level. The Division of Special Education (DSE) will require that all such projects are reviewed by Vocational Education personnel at the state level. This information will be shared with the Bureau of Rehabilitation for planning purposes.

The Bureau of Vocational Education will require that all proposals involving handicapped students be cooperatively developed with Special Education personnel at the local level to assure that the programs are consistent with the Special Education Plan and are designed to meet the specific needs of handicapped students within the local school system. Additionally, the Bureau of Vocational Education (BVE) will require that all such projects are reviewed by Special Education personnel at the state level. This information will be shared with the Bureau of Rehabilitation for planning purposes.

IV. COOPERATIVE STUDENT PLANNING AND SERVICES TO INCLUDE OUTREACH, PUPIL EVALUATION TEAM, REFERRAL, SERVICES

A. OUTREACH RESPONSIBILITY

It is agreed that Bureau of Rehabilitation, Vocational Rehabilitation Counselors are responsible for providing information about the Vocational Rehabilitation program and encourage the referral of potentially eligible students at the local level.

Vocational Rehabilitation will assure that all schools whose students may be covered under this agreement (ages 14-20) are visited a minimum of once per year to educate appropriate school personnel on the goals and objectives of Vocational Rehabilitation; to explain eligibility for Vocational Rehabilitation, to encourage referrals and to identify students potentially needing Vocational Rehabilitation services.

B. PUPIL EVALUATION TEAM

The Bureau of Vocational Education, Division of Special Education and Bureau of Rehabilitation believe that close communication among the local education agency, vocational region or center, and vocational rehabilitation personnel, is the most effective method to insure development of appropriate programs and services for handicapped students. The Pupil Evaluation Team provides a formalized vehicle for this communication.

It is agreed that the Division of Special Education will require local education agencies to have a Vocational Education representative and Vocational Rehabilitation Counselor participate in the Pupil Evaluation Team (PET) process and in the development of the Individual Education Program (IEP) when a vocational education program or vocational rehabilitation services are anticipated or being provided.

It is also agreed that where Eye Care Education Program services are anticipated, or being provided, the Eye Care Coordinator of Services for Blind Children will participate in the PET process and IEP development.

The Bureau of Vocational Education and the Bureau of Rehabilitation will insure that their appropriate representative and counselors participate in the Pupil Evaluation Team process and in the development of the Individual Education Program when Vocational Education or Vocational Rehabilitation services are anticipated and appropriately required.

It is also agreed that the student's Individual Education Program and Individual Written Rehabilitation Program will be written to reflect the integration of goals, objectives, services and time frames, and that any significant amendments to that program will be shared in a timely manner.

C. REFERRAL GUIDELINES

REFERRAL TO BUREAU OF REHABILITATION, VOCATIONAL REHABILITATION

OUT OF SCHOOL STUDENT

The Bureau of Rehabilitation will accept the responsibility for the provision of Vocational Rehabilitation services for vocational rehabilitation eligible handicapped persons age 14 and over who have voluntarily withdrawn from school and are referred by an official of the local education agency. This does not preclude a referral by parents, the student or another interested party. In instances where the student has dropped out of school, Vocational Rehabilitation will first determine if the individual is interested in returning to school. If the student is interested, the Vocational Rehabilitation Counselor will request a meeting of the Pupil Evaluation Team.

IN SCHOOL STUDENT

Referral by the Pupil Evaluation Team to Vocational Rehabilitation can occur at age 14 for determination of eligibility. These students will be maintained in the programs provided by the local education agency, and eligibility for Vocational Rehabilitation services will be

determined by that agency. If eligible, Vocational Rehabilitation's role generally will be limited to evaluation, services to family members, supportive services and consultation with the Pupil Evaluation Team on career planning.

1. Referrals will be initiated by the Pupil Evaluation Team.

2. Written consent of parents or guardian is required for students under age 18 for referral. However, if an emancipated minor, the student may be self-referred.

3. At the time of referral, local education agencies will be responsible for providing Vocational Rehabilitation Counselors with the following information:

   - available medical information
   - educational/social information
   - psychological, speech, language information
   - pre-vocational assessment and pre-vocational programming results
   - any other relevant information

4. When a student is referred to Vocational Rehabilitation, the Vocational Rehabilitation Counselor shall participate in any appropriate Pupil Evaluation Team meeting pending determination of eligibility, at which point:

   - if the student is not eligible, results of the evaluation, written reasons for the ineligibility decision and recommendations will be provided to the Pupil Evaluation Team.

   - if found eligible, the Vocational Rehabilitation Counselor will continue as part of the Pupil Evaluation Team so long as the student is involved in the Vocational Rehabilitation Program.

5. Referral of students attending private schools to Vocational Rehabilitation is the responsibility of the local education agency. However, this does not preclude referral by parents or guardians.

If additional or more up-to-date information is required to determine Vocational Rehabilitation eligibility, Vocational Rehabilitation is responsible for obtaining such material.

REFERRAL TO BUREAU OF REHABILITATION, DIVISION OF EYE CARE EDUCATION PROGRAM

AGES 0 - 5

Children under 5 years, suspected of having a potential visual impairment, will be referred to an Eye Care Coordinator of Services for Blind Children for evaluation to determine eligibility for its education program. It will be Eye Care's responsibility to inform the local education agencies about the Eye Care pre-school program.

Each local education agency through Project Childfind, will have responsibility to refer any child suspected of having visual impairment to an Eye Care Coordinator of Services for Blind Children.

AGES 5 - 20

1. Referrals will be made by the Pupil Evaluation Team.

2. The Division of Eye Care will provide and/or pay for an eye exam for any child who appears to have a serious visual impairment to determine eligibility for services as long as it is pre-authorized by an Eye Care Coordinator of Services for Blind Children. In addition, if needed to determine Eye Care eligibility, Eye Care will pay for or obtain from sources other than the school, the following:

   - general medical evaluation
   - audiological evaluation
   - orientation/mobility screening
   - psychological evaluation

When a student is referred to the Eye Care Education program, the Eye Care Coordinator of Services for Blind Children shall participate in the Pupil Evaluation Team. If the child is not Eye Care eligible, results of the evaluation, reason for the ineligibility decision, and recommendations will be provided to the Pupil Evaluation Team. If the student is Eye Care eligible, Eye Care will provide/pay for Low Vision Evaluations. This pertains to all Eye Care eligible clients, legally blind or 20/70 visual acuity or less with best correction.

3. The local education agency is responsible to provide and/or pay for:

   - speech and language evaluations.

REFERRAL TO VOCATIONAL EDUCATION

It is agreed that special education students will be provided prerequisite counseling and pre-vocational skills by the home school's general agriculture, industrial arts, career education and home economics programs or other similar programming prior to referral to Vocational Education.

1. Referrals to Vocational Education centers and regions will occur through the Pupil Evaluation Team.

2. When a student is referred to Vocational Education, the Vocational Education representative shall participate in any appropriate Pupil Evaluation Team meeting, pending determination of Vocational Education eligibility, at which point:

   - if the student is not eligible, a written reason for the ineligibility decision will be provided to the Pupil Evaluation Team.

   - if found eligible, the Vocational Education representative will continue as part of the Pupil Evaluation Team so long as the student is enrolled in a Secondary Vocational Education program.

3. At the time of referral, Local Education Agencies will be responsible for providing Vocational Education representatives the following information:

   - pre-vocational assessment and programming results.

   - available medical information.

   - educational/social information.

   - psychological, speech, language information.

   - any other relevant information.

D. SERVICES

It is recognized that services to students may be provided by one or more agencies, depending on federal and state laws and regulations. To alleviate confusion, each agency agrees to follow these guidelines when determining responsibility for services or programs. Services and programs will be provided to meet the student's Individual Education Program and/or individualized Written Rehabilitation Program goals and objectives.

EXPLANATION OF MATRIX

(Pages 9-11)

P = Primary Responsibility
S = Secondary Responsibility
N = No Responsibility

Primary and Secondary Responsibility reflect the legal and in many cases financial responsibility of the agency. The MATRIX identifies service and program responsibility for each agency.

Secondary is defined as a support to that agency having Primary Responsibility.

Where Vocational Education or Vocational Rehabilitation have Primary or Secondary Responsibility, it means responsibility only for those students eligible for that program.

The Cooperative Agreement refers to students ages 14 years and older. It is at that point where these agencies may begin to interface with each other to provide appropriate programs and services, although it is recognized that some services or programs such as pre-vocational assessment and pre-vocational programming may occur earlier.

An exception to age 14 years and older covers the Eye Care Education Program. This program, within the Division of Eye Care, Bureau of Rehabilitation refers to visually impaired students ages 5 years and older for purposes of this agreement.

1. Service can be provided to the extent of federal funds.
2. Service can be provided to the extent of federal funds.
3. LImited to cooperative program.
4. Follow up for Vocational Education is defined as a periodic check every one, three and five years as mandated by federal regulations.
5. Instructional devices only.
6. Services can be provided to the extent of federal funds.
7. Responsible if needed for educational but not vocational purposes.
8. If required as part of the Individual Education Plan.
9. Service can be provided to the extent of federal funds.
10. Service can be provided to the extent of federal funds.
11. School related only.
12. In school only.
13. In school only.
14. If needed to determine eligibility or is indicated in the Individual Written Rehabilitation Program.
15. If recommended by the Pupil Evaluation Team.

P = Primary Responsibility
S = Secondary Responsibility
N = No Responsibility

GUIDELINES FOR SERVICES FOR STUDENTS	General Education	Special Education	Vocational Education	Vocational Rehabilitation Includes Eye Care	Eye Care Education
Pre-Vocational Assess.		P	N	N	N
Pre-Vocational Programming	P	S	N	N	N
Work Assessment or Evaluation		S	N	P	N
Situational Assessment		S	N	P	N
Tutorial Instruction		P	S[1]	S	N
Remedial Instruction		N	S[2]	S	N
Independent Living Skills Training		P	N	S	P
Personal Adjustment Training		P	N	S	P
Work Adjustment Tr.		S	N	S	N
Out of School Vocational Skill Development		N	N	P	N
Career Planning	P	N	N	P	P
Vocational Guidance		N	P	P	S

GUIDELINES FOR SERVICES FOR STUDENTS	General Education	Special Education	Vocational Educa.	Vocational Rehabilitation includes Eye Care	Eye Care Care Education	
Regular vocational education in approved programs		S	P	N	N	
Cooperative vocational education		N	P	N	N	
On-the-job training		N	N	P	N	
Unpaid work experience		S	N	S	S	
Identification of job sites		N	S	P	N	
Job development		N	[3] S	P	N	
Job placement and follow-up		N	[4] P	P	N	
Sheltered workshop placement		S	N	P	N	
Work activity center placement		S	N	P	N	
Post employment serv.		N	N	P	N	
Special tools,devices equipment (school-based)		[5] P	[6] P	S	N	
Special tools, devices equipment, (employ.-based)		N	P	P	N	

GUIDELINES FOR SERVICES FOR STUDENTS	General Education	Special Education	Vocational Education	Vocational Rehabilitation includes Eye Care	Eye Care Education
Residential Treatment Programs		P	N	S	N
Room & Board		[7] P	N	S	N
Transportation to and from School Programs		[8] P	[8] S	N	N
Interpreter Services for the Deaf		S	[9] S	S	N
Teacher of Hearing Impaired		P	[10] S	N	N
Reader Services for the Blind		S	S	S	N
Orientation & Mobility		P	N	S	N
Occupational Therapy, Physical Therapy, Speech Therapy		P	N	S	N
Planned Physical Restoration		N	N	P	N
Planned Mental Therapy		[11] P	N	P	N
Personal Care Attendant		[12] P	N	S	N
Services to Family Members		N	N	P	P

GUIDELINES FOR SERVICES FOR STUDENTS	General Education	Special Education	Vocational education	Vocational Rehabilitation includes Eye Care	Eye Care Education
Maintenance Money while in Training		N	N	P	N
Restricted Home Modification		N	N	P	N
Monitoring Individual's Program Plan		P	13 P	P	P
Itinerant Teacher for The Visually Impaired		P	N	N	N
Diagnostic Medical Examinations		15 S	N	14 P	N

GUIDELINES FOR AREAS OF OVERLAPPING RESPONSIBILITIES

Residential Treatment Programs - Public and Private

The Division of Special Education is responsible for the Education Program component of all handicapped students attending residential treatment programs. The Division assumes responsibility only for individual counseling as it relates to classroom performance.

Although the Division of Special Education has the primary responsibility, the Bureau of Rehabilitation can provide treatment and room and board for Vocational Rehabilitation eligible students, if indicated in the Individual Written Rehabilitation Program.

Orientation and Mobility Services

The Division of Special Education will assume responsibility for mobility and orientation training for those children age 5-20 who require such training.

The Division of Eye Care will assume responsibility for this training for children ages 14-20 years, if identified in the Individual Written Rehabilitation Program.

Physical Therapy, Occupational Therapy, Speech Therapy

The Division of Special Education will be responsible to provide such services for those students participating in an educational program.

The Bureau of Rehabilitation may provide these services if needed to achieve an employment goal.

If the student's need is reflected both in the Individual Education Program and the Individual Written Rehabilitation Program, costs will be shared by the Division of Special Education and the Bureau of Rehabilitation. Shared costs will be negotiated at the local level according to individual need.

School-based Special Tools, Devices, Equipment

The Bureau of Vocational Education will have primary responsibility to provide additional adaptive equipment or to modify existing equipment, tools. devices, to allow participation of handicapped students in approved Vocational Education Programs.

The Bureau of Rehabilitation will have secondary responsibility to provide adaptive equipment, tools and devices if indicated in the Individual Written Rehabilitation Program, after all Vocational Educational federal funds are expended.

Job Development and Job Placement and Follow-up

Job Placement and Follow-Up are both a Bureau of Rehabilitation and Bureau of Vocational Education responsibility. Generally, vocational education teachers and vocational counselors within the vocational school can provide this service. However, it is agreed that Vocational Rehabilitation Counselors will have primary responsibility for job placement and follow-up of these Vocational Rehabilitation eligible students. The vocational school's teachers and counselors will cooperate with the Vocational Rehabilitation Counselors by the sharing of information. In order to facilitate communication between the Vocational Rehabilitation Counselor and the Vocational Education school, it is agreed that the contact person at Vocational Education centers will be the Vocational Education Counselor or Vocational Administrator; and at Satellite Vocational Programs it will be the high school principal, vocational administrator or their designee.

Job Development is a vocational education responsibility for only those students enrolled in Cooperative Education Programs.

Adapted and Regular Vocational Education Programs

Vocational Education has the primary responsibility for vocational education programs for eligible students, however, if no "slots" are available for the student in the vocational region or center, primary responsibility reverts to Special Education. Vocational Education then will have secondary responsibility to work with Special Education to develop an alternative to that vocational program.

V. CONFIDENTIALITY

It is agreed that the Division of Special Education and Bureau of Vocational Education will follow confidentiality procedures outlined by the federal Family Educational Rights And Privacy Act of 1974 as amended, and the Education for All Handicapped Children Act of 1975. Legislation and regulations applicable to education records allow rather free access by the individual to his own records. Because vocational rehabilitation case files often contain information from sources that restrict further release, it is agreed that the Bureau of Rehabilitation will follow confidentiality regulations outlined under Section 1361.47 of the Vocational Rehabilitation Federal regulations.

VI. JOINT STAFF TRAINING AND TECHNICAL ASSISTANCE

The Bureau of Rehabilitation, Bureau of Vocational Education and Division of Special Education agree to mutually plan and deliver in-service training to explain this agreement to all local education agency, vocational region and center, and rehabilitation field office personnel. It is further agreed to provide on-going technical assistance to field personnel, particularly with regard to clarification of each agency's role and responsibility and to resolve problems or issues as they are identified.

Each agency will assign a staff person responsible to meet a minimum of six times per year to review implementation of this agreement, to discuss issues, problems and successful projects. These staff will assume responsibility to assure a yearly evaluation of and amendment of this agreement as needed.